
Creston School Climate Handbook



Creston School Values

Our Vision...An inclusive community where personal excellence and academic growth meet.

Our Mission...Creston's mission is to build a learning community that maximizes each student's academic, social, and personal growth by fostering student belonging and self-worth while inspiring a love of learning and respect for all.

Be Safe

Be Respectful

Be Responsible

2017-2018

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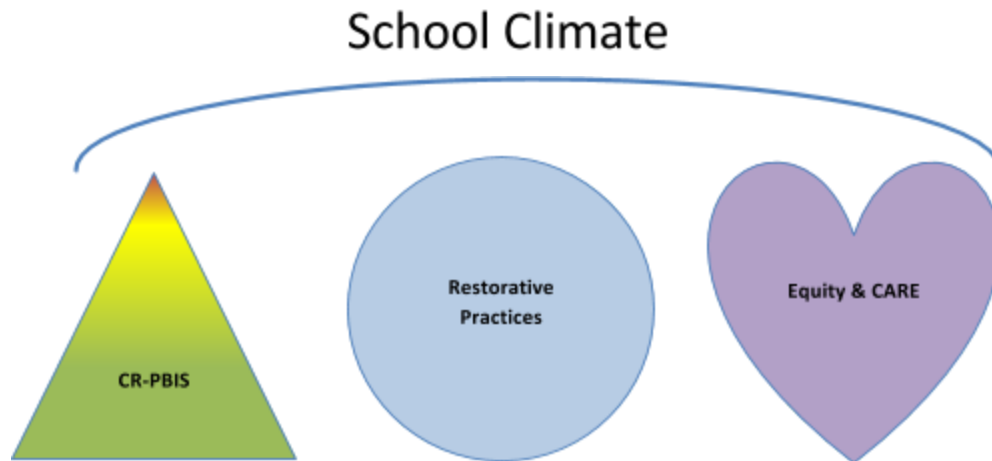
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WHAT IS SCHOOL CLIMATE?

SCHOOL CLIMATE OVERVIEW

School Climate encompasses CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports), Restorative Practices with the lens of racial Equity and practices of CARE (Collaborative Action Research for Equity) explicitly called out and woven in.



CR-PBIS

CR-PBIS (Culturally-Responsive Positive Behavioral Interventions & Supports) uses implementation science to help students to develop positive behaviors. At the most basic level, CR-PBIS can be described as a three-pronged approach:

1. Explicitly **teach** what is expected
2. Actively **acknowledge** kids when they are following the expectations
3. Instructionally **correct** kids when they are not following the expectations

Research shows that when school staff acknowledge positive behaviors at least three times more often than correcting behavioral mistakes, misbehaviors decrease significantly.

CR-PBIS uses disaggregated data to make decisions and to develop the systems and practices of a school. The unique racial, cultural and linguistic makeup of the school is explicitly addressed at every decision point.

More specifically:

- Accesses all stakeholders to develop and promote school values
- Develops common area expectations for all parts of the building
- Designs lesson plans and schedules to teach common area expectations throughout the year.
- Creates and maintains systems to acknowledge students who are following the school values and expectations. This may be acknowledgement tickets, regular assemblies, or awards for individuals, classes, grade levels, etc.
- Develops school wide policies that are proactive, preventative and restorative.
- Utilizes staff input to build corrective discipline systems (i.e. a flowchart) and calibrate clear definitions of student behaviors.

How do we make certain that PBIS is culturally responsive?

- We systematically assess and review student and family voices and adjust our practices to reflect the needs of our community (See *Tier I Evaluation*)

RESTORATIVE PRACTICES

Restorative Practices, also referred to as Restorative Justice, is a range of community building, peacemaking practices adapted to the school setting. The intention is to build trusting relationships and offer restorative alternatives to punitive discipline.

Restorative Inquiry is an essential restorative practice. A series of guiding questions are asked:

- What happened?
- Who was affected/impacted?
- What can be done to make and keep things right?
- How can others support you?

EQUITY/CARE

This handbook is intended to inform Creston School staff of the processes that support the reduction of exclusionary discipline to provide our students with equitable access to education. Portland Public Schools' top priorities includes eliminating racial disproportionality in exclusionary discipline..

Our CARE work is intentionally focused on increasing classroom engagement for every learning style and our capacity for being culturally competent in our instructional practices and inclusive of our diverse learning styles.

“Portland Public Schools is committed to academic excellence and personal success for all students. Central to this commitment is educational equity. We are committed to providing instruction with the rigor, cultural relevance, and relationships that ignite the potential of each and every student. In order to do so, we must shift our practices to see students as individuals—including their race, their language, their gender, their sexual orientation, and their various abilities.

This work is necessary to serve a diverse student body well and prepare every student to navigate and compete in a culturally rich society and global economy, now and into the future.”

Chief Equity Officer, Lorenzo Poe



THE SCHOOL CLIMATE TEAM (TIER I)

SCHOOL CLIMATE TEAM INFORMATION (1.1/1.2)

Team Member	Name	Primary Meeting Role (Facilitator, Data Analyst, Minute Taker)	Backup Meeting Role (Facilitator, Data Analyst, Minute Taker)
Coordinator	Laureen Held	Facilitator Data Analyst	
Administrator	Conrad Hurdle		
Behavioral Expertise	Laureen Held		
Coaching Expertise	Melissa Standley Kate McCartney Chuck Billedeaux	Minute Taker	
Knowledge of Academic/Behavioral Patterns	Conrad Hurdle		
Knowledge of School Operations/Programs	Conrad Hurdle		

Climate Team Meeting Schedule

Month	Date/Time	Room	Topic/Assessment
August	August 22 9AM-Noon August 23	Eagle's Nest	Planning Session for 2016-2017
September	September 21 3:15PM	Eagle's Nest	Tiered Fidelity Inventory (TFI) Assessment & Action Plan Last year's Discipline Data Review
October	October 19 3:15PM	Eagle's Nest	Monthly Discipline Data Review
November	November 16 3:15PM	Eagle's Nest	Monthly Discipline Data Review
December	December 14 3:15PM	Eagle's Nest	Monthly Discipline Data Review
January	January 18 3:15PM	Eagle's Nest	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
February	February 15 3:15PM	Eagle's Nest	Monthly Discipline Data Review
March	March 15 3:15PM	Eagle's Nest	Monthly Discipline Data Review



April	April 16 3:15PM	Eagle's Nest	Monthly Discipline Data Review
May	May 17 3:15PM	Eagle's Nest	Tiered Fidelity Inventory (TFI) Assessment & Action Plan
June	TBA	Eagle's Nest	Planning for rollout next year

Meeting Agenda:

- Monthly Discipline Data
- CR-PBIS School-wide Systems (assessing the effectiveness of our Equity Practices on school climate)
- Integration of Restorative Practices

Agenda scheduled for each of our school climate meetings will be driven by the Tiered Fidelity (TFI) Action Plan.

TIER I IMPLEMENTATION**Programmatic Supports for all Students****SCHOOLWIDE VALUES AND COMMON AREA EXPECTATIONS (1.3)****Our School Values are:**

Be Safe

Be Respectful

Be Responsible

Posters have been made and distributed throughout the building in order to make them visible to students, staff and families. The intention is to send a consistent message about what our school community values and what how it looks in different common areas. This will help Creston School ensure that our school values are inclusive and affirming. These values were developed with student, and staff input.

- These school values are important for the Creston school community, because these are the three things that help students be successful in life. Our students need to understand and exercise being safe, respectful, and responsible on a regular basis to master the skills to be successful and prepared to be college and career ready.
- These values are woven into our regular teaching practices in every lesson and in every class period throughout the grade levels, naming them with consistency and strategically teaching and reviewing them throughout the school year.



Common Area Expectations

CRESTON COMMON AREA EXPECTATIONS

	Be Safe	Be Respectful	Be Responsible
Bathroom	<ul style="list-style-type: none"> -Thoroughly wash and rinse your hands -Keep your feet on the floor -Return quickly and quietly to class 	<ul style="list-style-type: none"> -Leave the bathroom area clean for others -Give people privacy -Use a quiet voice 	<ul style="list-style-type: none"> -Use toilets and sink for intended purposes -Flush toilet after use -Put trash in the trash can
Cafeteria	<ul style="list-style-type: none"> -Walk quietly and slowly -Sit down facing the table with feet on the floor -Eat your own food -Leave table only when excused 	<ul style="list-style-type: none"> -Use kind and polite language -Use quiet voices in line, at your table, and during dismissal -Chew with mouth closed 	<ul style="list-style-type: none"> -Use good manners -Clean up your own area and recycle -Listen and follow the directions of the staff the first time -Raise your hand for adult help
Hallway	<ul style="list-style-type: none"> -Stay to the right -Walk quietly and slowly -Keep hands, feet, and objects to yourself 	<ul style="list-style-type: none"> -Use a quiet voice with appropriate language -Respect the property of our school and others -Share the hallway by making room for others 	<ul style="list-style-type: none"> -Remain in the front hall until 8:35 AM -Use a pass and return directly to class -Listen and follow directions of staff the first time
Playground	<ul style="list-style-type: none"> -Play safely -Use non-fighting play 	<ul style="list-style-type: none"> -Be a good sport and include others -Play fairly and use Creston game rules 	<ul style="list-style-type: none"> -Use helpful words to solve problems

	<ul style="list-style-type: none"> -Stay within boundaries -Report problems to staff -Stay in supervised area until recess is over 	<ul style="list-style-type: none"> -Be kind and polite -Use appropriate language 	<ul style="list-style-type: none"> -Listen and follow the directions of staff the first time -Return equipment
Assemblies	<ul style="list-style-type: none"> -Enter and exit safely and quietly -Sit quietly and calmly in seat -Keep hands and feet to yourself 	<ul style="list-style-type: none"> -Show appreciation for the performer/presenter -Remain quiet during the presentation unless you're called on or asked to participate 	<ul style="list-style-type: none"> -Raise your hand to talk and speak only when called on -Keep your eyes on the person who is speaking or performing
Library	<ul style="list-style-type: none"> -Enter library only when an adult is present -Walk quietly and slowly inside library -Keep hands and feet to yourself 	<ul style="list-style-type: none"> -Put books back where they belong -Keep library clean -Use a level 0,1,2 voice 	<ul style="list-style-type: none"> -Listen and follow librarian's or staff member's directions the first time -Return books your library day -Take good care of your books
Before and After School	<ul style="list-style-type: none"> -Stand or sit quietly in the waiting area -Keep hands and feet to yourself -Walk when you enter and exit the building 	<ul style="list-style-type: none"> -Use kind and polite language -Use a quiet voice 	<ul style="list-style-type: none"> -Listen and follow staff directions the first time -Take care of your belongings -Turn off and stow any electronics in the building during school hours

			-Go directly home after school unless you are in a supervised area
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TEACHING EXPECTATIONS (1.4) Yearly Schedule for Teaching Common Area Expectations

PBIS Training Schedule			Bathroom, Hallway & Cafeteria Expectations		
			Laureen show bathroom video and talk about hallway behaviors.		
			Laureen helps students practice hallway behaviors with teacher support, as they go toward cafeteria.		
			Satrina discusses cafeteria procedures with students and teacher support.		
			Teachers help students practice hallway behaviors as they return to class.		
	Monday, 8/29		In Classroom w/ teacher and Laureen	In Cafeteria w/ teacher and Satrina	Return to Class w/ teacher
1st	Julia Fogg	9:00 - 9:35	9:00 - 9:10	9:10-9:30	9:30-9:35
1st	Sherri Grewell	9:25 - 10:00	9:25 - 9:35	9:35-9:55	9:55 - 10:00
2nd	Tamara Lindemann	9:50 - 10:25	9:50 - 10:00	10:00 - 10:20	10:20 - 10:25
		BREAK	BREAK	BREAK	BREAK
3rd	Maura Fox	10:40 - 11:15	10:40 - 10:50	10:50 - 11:10	11:10 - 11:15
2nd	Elaine Winn	11:05 - 11:40	11:05 - 11:15	11:15 - 11:35	11:35 - 11:40
3rd/4th	Stephanie Pearl	11:30 - 12:00	11:30 - 11:40	11:40 - 12:00	12:00 - 12:05
		Lunch	Lunch	Lunch	Lunch
4th	Kate McCartney	1:05 - 1:40	1:05 - 1:15	1:15 - 1:35	1:35 - 1:40
5th	Kathleen Willimas	1:30 - 2:05	1:30 - 1:40	1:40 - 2:00	2:00 - 2:05
5th	Tanan Woods	1:55 - 2:30	1:55 - 2:05	2:05 - 2:25	2:25 - 2:30
	CRP - K-2	2:20 - 2:55	2:20 - 2:30	2:30 - 2:50	2:50 - 2:55
	Tuesday, 8/30		In Classroom w/ teacher and Laureen	In Cafeteria w/ teacher and Satrina	Return to Class w/ teacher
6th	Debbie Greene	9:00 - 9:30	9:00 - 9:10	9:10 - 9:25	9:25 - 9:30
6th	Lisa Hibbert	9:50 - 10:20	9:50 - 10:00	10:00 - 10:15	10:15 - 10:20
7th	Jeff Johnson	10:10 - 10:40	10:10 - 10:20	10:20 - 10:35	10:35 - 10:40
7th	Bryn Gillem	10:45 - 11:15	10:45 - 10:55	10:55 - 11:10	11:10 - 11:15
8th	Chuck Billedeaux	11:05 - 11:35	11:05 - 11:15	11:15 - 11:30	11:30 - 11:35
		Lunch	Lunch	Lunch	Lunch
8th	Lisa Coffman	1:15 - 1:45	1:15 - 1:25	1:25 - 1:40	1:40 - 1:45
	CRP - Grades 3-5	1:40 - 2:15	1:40 - 1:50	1:50 - 2:10	2:10 - 2:15



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PBIS Training Schedule		Recess
Conrad will share do's and don'ts for recess play.		
Teachers bring students to the playground under the covered area & stay with class.		
	Wednesday, 8/31	Thursday, 9/1
	Conrad w/ teacher on playground	Conrad w/ teacher on playground
		6th
1st	Julia Fogg 9:00 - 9:20	Debbie Greene 9:00 - 9:20
1st	Sherri Grewell 9:25 - 9:45	6th Lisa Hibbert 9:50 - 10:10
2nd	Tamara Lindemann 9:50 - 10:10	7th Jeff Johnson 10:10 - 10:30
	BREAK	7th Bryn Gillem 10:45 - 11:05
3rd	Maura Fox 10:40 - 11:00	8th Chuck Billedeaux 11:05 - 11:25
2nd	Elaine Winn 11:05 - 11:25	Lunch
	Lunch	8th Lisa Coffman 1:15 - 1:35
3rd/4th	Stephanie Pearl 1:05 - 1:25	CRP - K-2 1:40 - 2:00
4th	Kate McCartney 1:30 - 1:50	CRP - Grades 3-5 2:00 - 2:20
5th	Kathleen Willimas 1:55 - 2:15	
5th	Tanan Woods 2:20 - 2:40	

Active Supervision

Active supervision is the alert, proactive ability of the staff member to circulate within a group of students while interacting in a positive and constructive way, scanning for potential problems, diffusing them before they arise, and motivating students to do their best and monitor their own behavior.

DEFINING MINOR, STAGE 1 REPORTS, 2 AND 3 BEHAVIORS (1.5)

Behavior level calibration will be conducted by building staff in order to properly reflect the evolving needs of our community and to accommodate the diverse racial, cultural, linguistic and developmental needs of our school.

PROFESSIONAL DEVELOPMENT (1.7)

Over the course of the year, staff PD must explicitly address these five essential areas: teaching school wide expectations, acknowledging appropriate behaviors, correcting errors, requesting assistance (SIT Team), and understanding the influence of race, culture and language on student behavior.

Date	Topic	Presenter
August 23-September	School climate orientation: <ul style="list-style-type: none"> Teaching school values & common area expectations schedule Teaching classroom routines & expectations Schoolwide and classroom acknowledgement systems 	Climate Team



	<ul style="list-style-type: none"> • Influence of race, culture and language on adult expectations and student behavior 	
October	Student Intervention Team Professional Development	SIT Team
November	TBA	
December	TBA	
January	TBA	
February	TBA	
March	TBA	
April	TBA	
May	Review of School Climate Plan	SIT
June	TBA	

CLASSROOM PROCEDURES (1.8)

As per PAT contract every teacher will have a classroom management plan. Classroom management plans will be due to administration the day before back to school night. A sample plan is provided below; PD time will be provided in the first two weeks of school

The Classroom Management Plan template, covers the essential feature of effective classroom management: Structure, teaching expectations, acknowledging positive behaviors, correcting misbehaviors.

[Classroom Management Plan](#) - Click to view plan

FEEDBACK AND ACKNOWLEDGEMENT SYSTEMS (1.9)

Research shows that when staff “catches” students exhibiting appropriate behaviors, those behaviors will increase and misbehaviors will decrease. Specific praise is extremely important in increasing the reoccurrence of appropriate behaviors. Some schools decide to give out acknowledgement “tickets”: small slips of paper that are aligned with the school values. All staff hand out the acknowledgement tickets, along with specific praise, to students as they witness appropriate behaviors in the common areas, in classrooms, on buses, etc.

Description of our school-wide acknowledgement system:

- Name of acknowledgement tickets Creston Eagle Tickets
- Teachers design their own individual plan for implementing the Eagle ticket system
- Schoolwide systems (e.g. weekly drawings of acknowledgement tickets at lunch, K-5 monthly recognition assemblies and quarterly middle school assemblies)
- Feedback from students and families about current systems and planning for changes and improvements



Acknowledgement Matrix

Type	What	When/Where	Who Gives Them?
Immediate/ High frequency	Kids: Exceptional Eagle Tickets Adults: Teacher Incentive Program	Classroom & Common areas	All Staff
Redemption of immediate/ High Frequency	Kids: Drawing every Friday Adults: Monthly	Cafeteria	Counselor
Long term SW Celebrations	Kids: Assemblies, Drawings/Wheel	Kids: Monthly assemblies Weekly drawings	Teachers, Cafeteria duty staff

FACULTY INVOLVEMENT (1.10)

Schedule for sharing disaggregated data to staff and opportunities for input on Tier I systems

Date	Data Shared	Presenter
September-Dec ember	Results from School Climate Survey	School climate team
January	School Climate Data	School climate team
April	School Climate Data	School climate team
June	School Climate Survey	School climate team

PLAN FOR FAMILY, STUDENT AND COMMUNITY INVOLVEMENT (1.11)

Throughout the year, members of our school climate team are open to receiving feedback from parents and students as we work together to improve our educational environment.

TIER I EVALUATION

Evaluation of the Effects and Fidelity of the School Climate Practices

DISCIPLINE DATA (1.12)

Tiered Fidelity Inventory (TFI) guides the action planning for the implementation of positive school climate.



- Assessment component is completed three times a year in September, January and May
- A score of 80% or better indicates a well-implemented tier
- The TFI action plan is revisited on a monthly basis

Recent TFI scores

School Climate Survey (SCS) determines the status of specific building-wide school climate initiatives and issues (Core Values, Student Voice, Specific CR-PBIS Initiatives--ex: acknowledgement tickets)

- Completed three times a year (September, January, May) by all students (grades 3-5)
- Reviewed by School Climate Team and shared with staff, students and families. Used to monitor and adjust climate initiatives.





